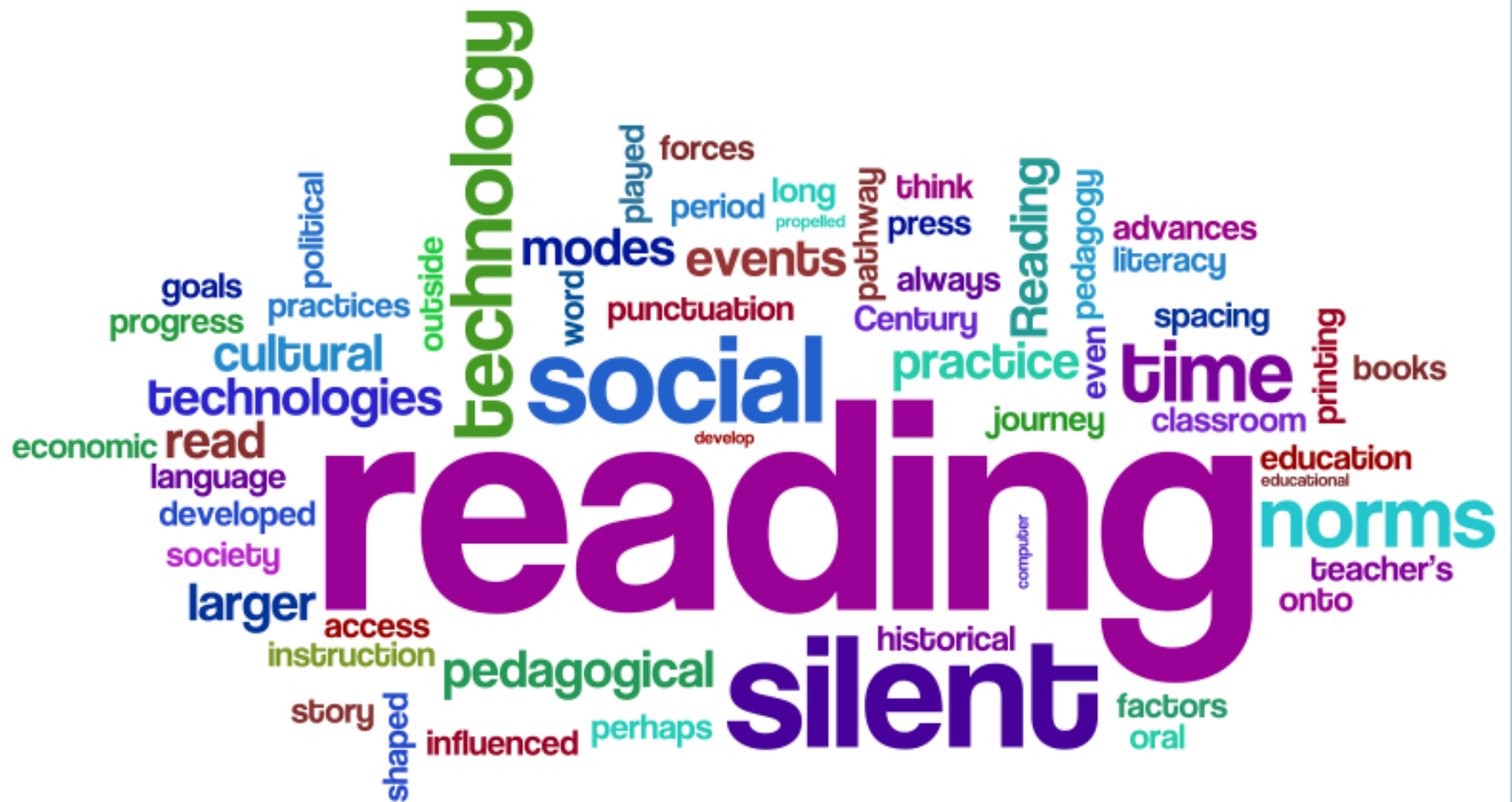


Silent Reading Pedagogy: An historical perspective

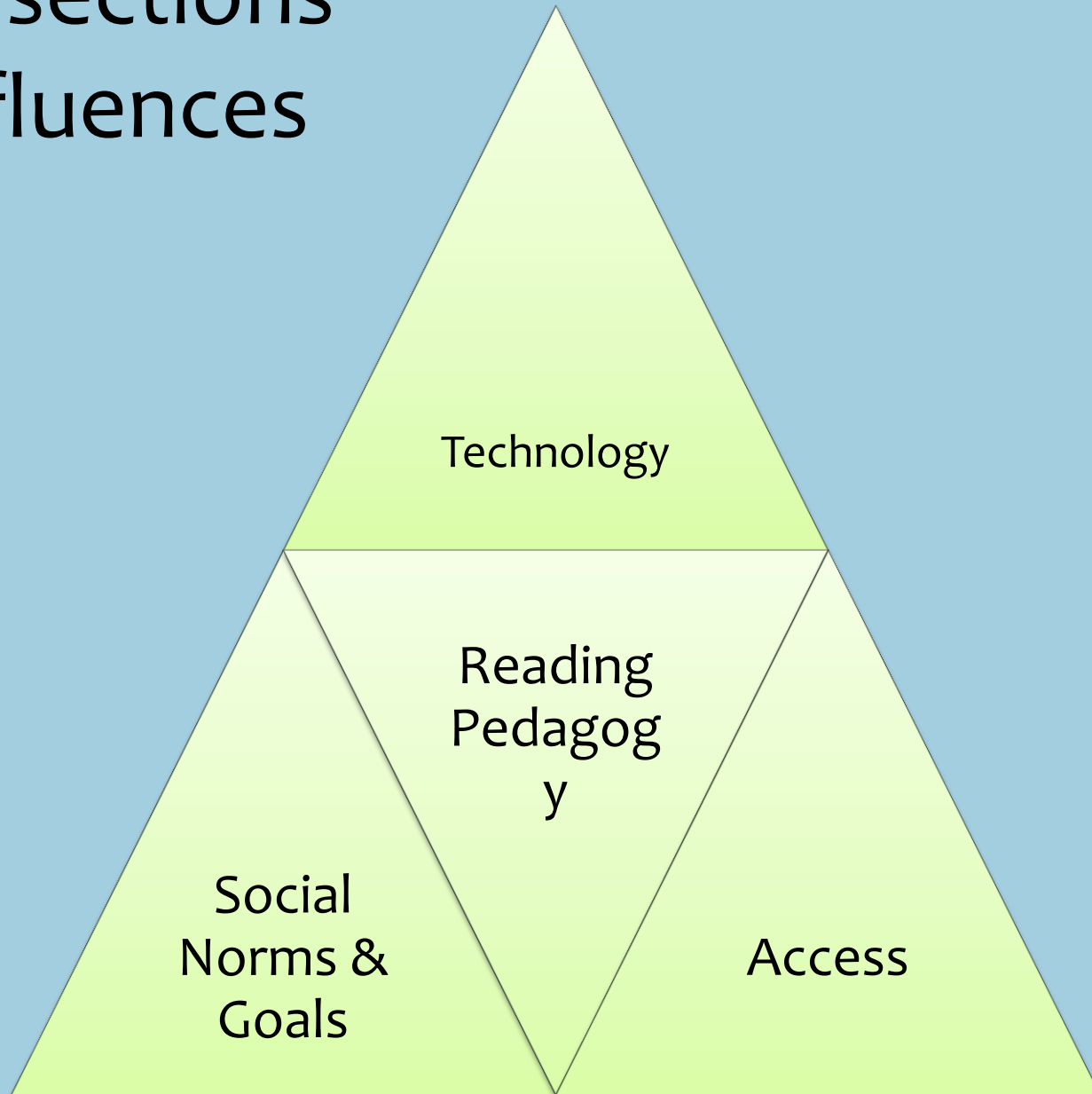


*P. David Pearson & Susie M. Goodin
IRA Preconvention Institute 6*

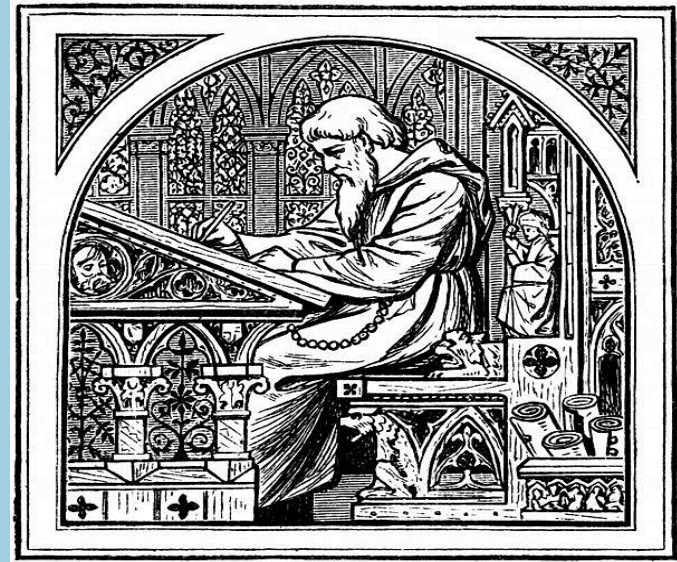
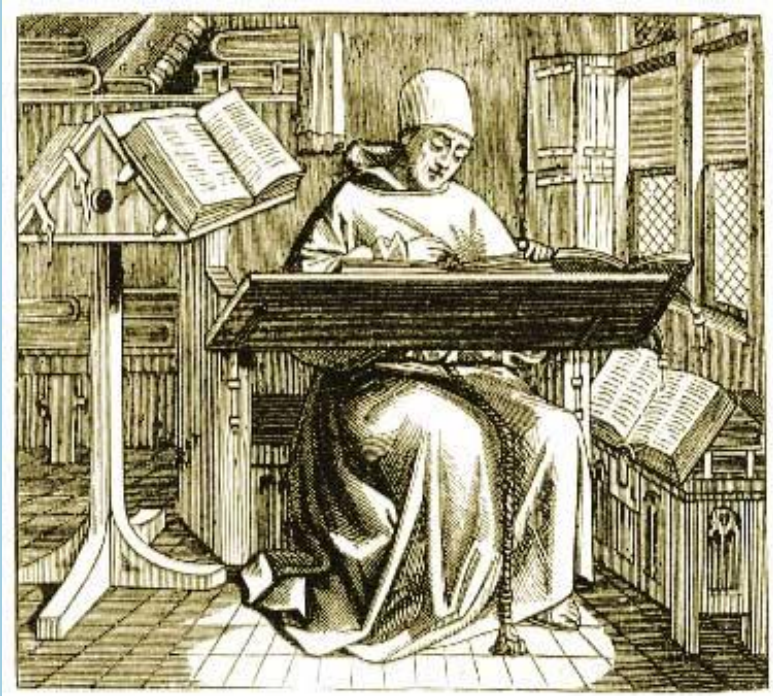




Intersections & Influences



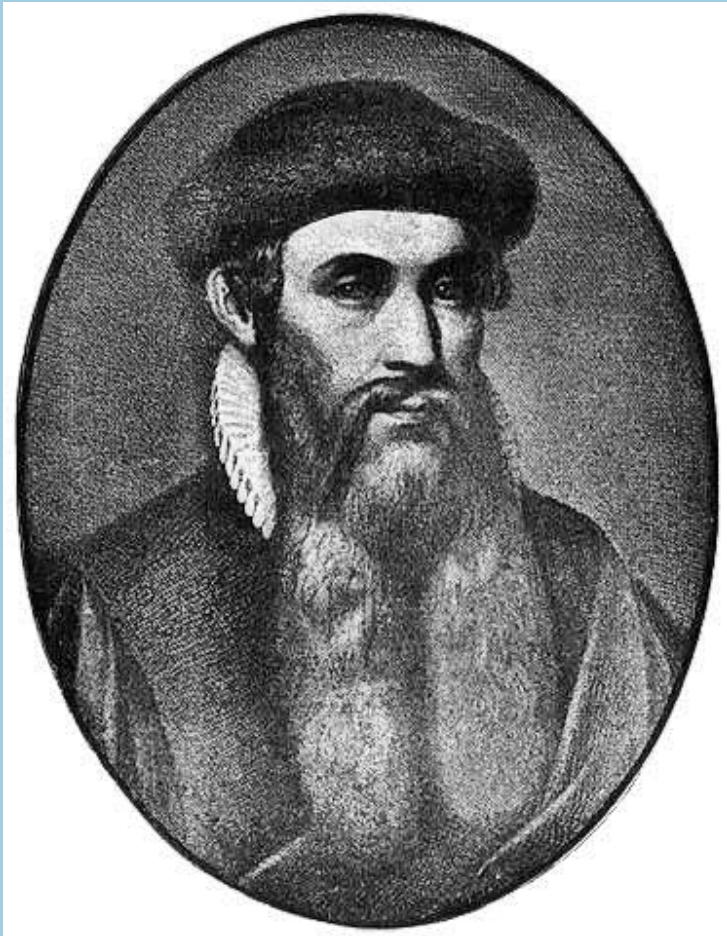
Ancient & Medieval Reading Norms



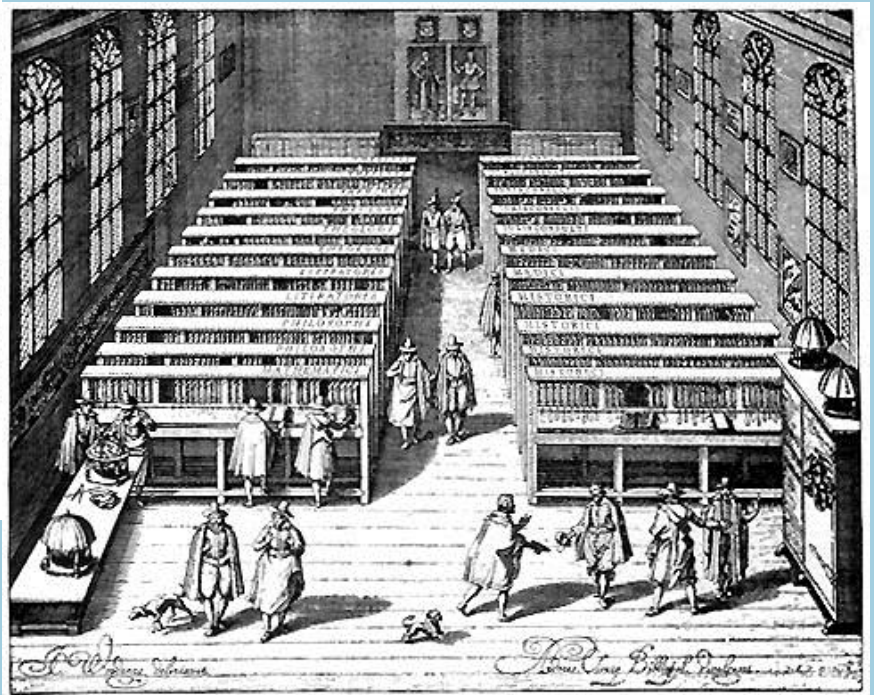
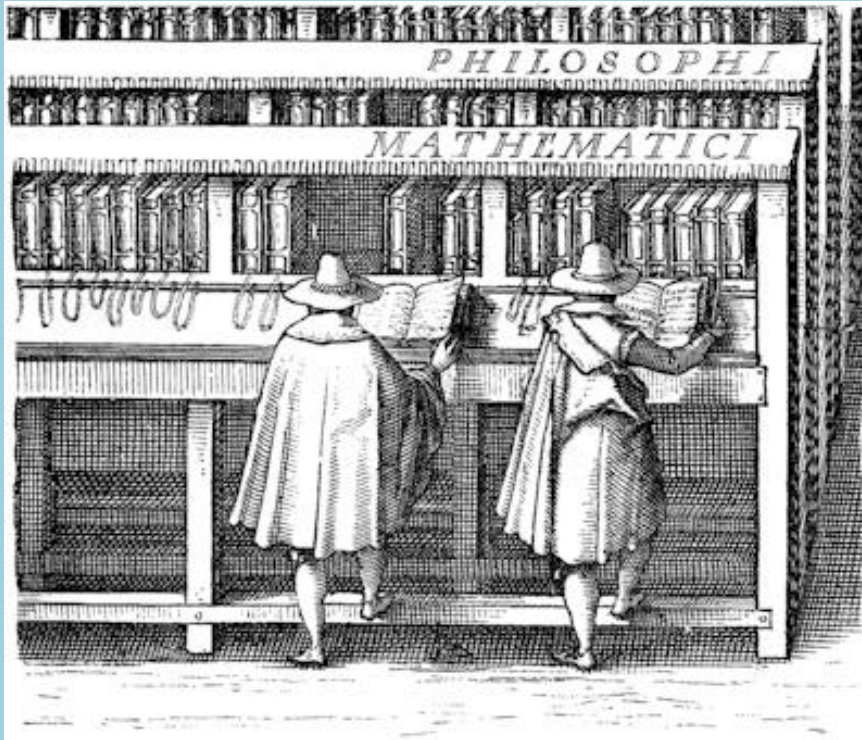
The St. Ambrose Incident

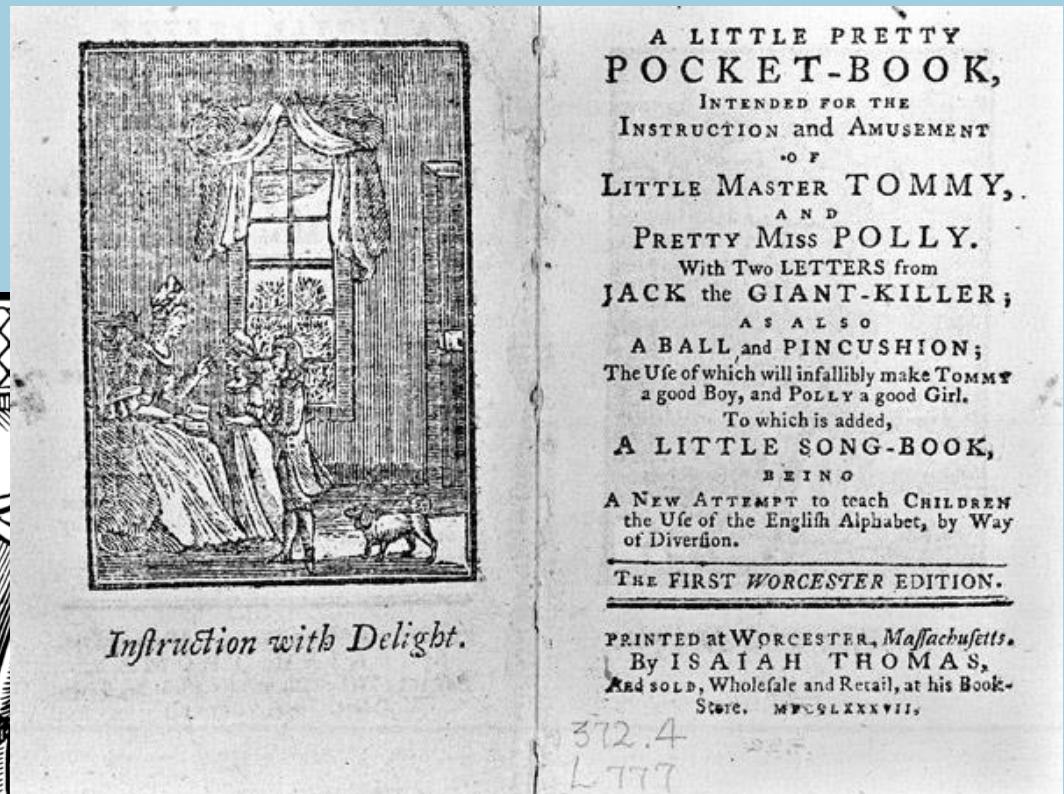
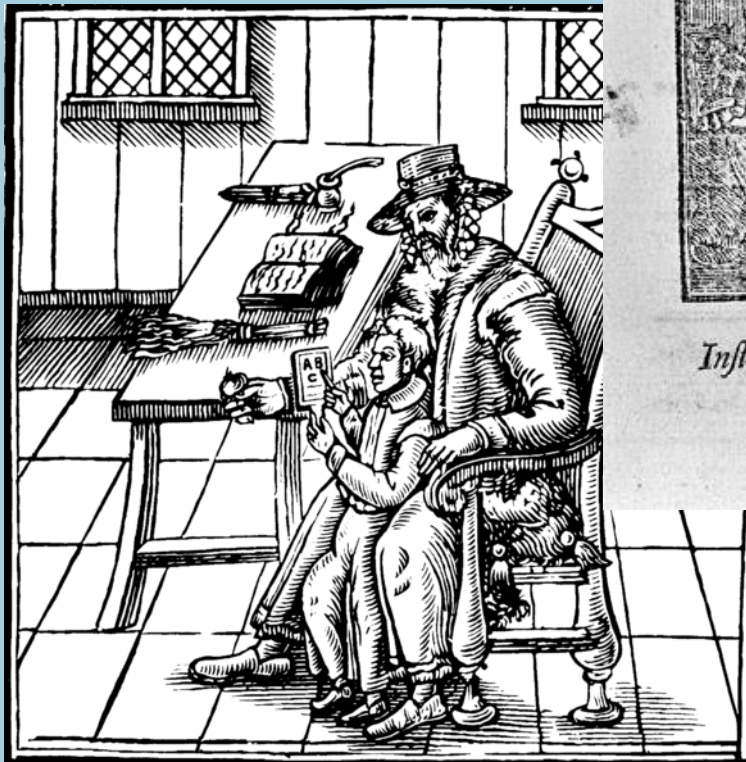
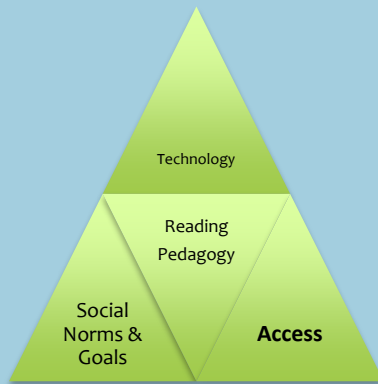


Gutenberg and Text Technologies



A “rumbling din” in Medieval Libraries





Colonial Norms, Technology and Access



Orbis Pictus, 1658
 The World Illustrated
 -- a first picture book &
 an example of a Hornbook



American Expansion 1880s-Early 1900s

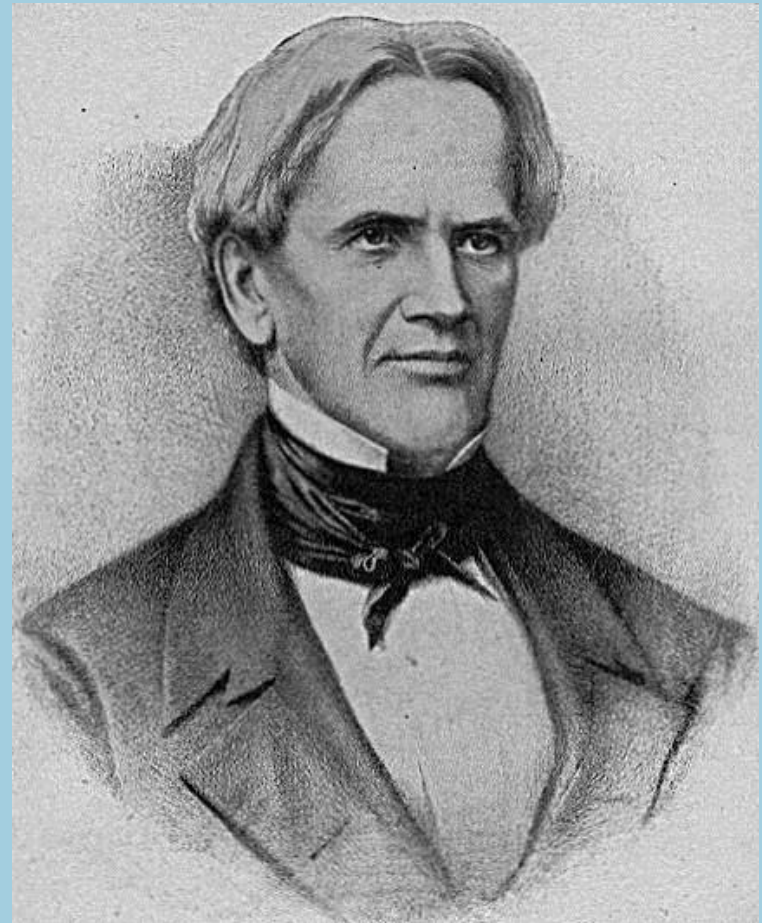
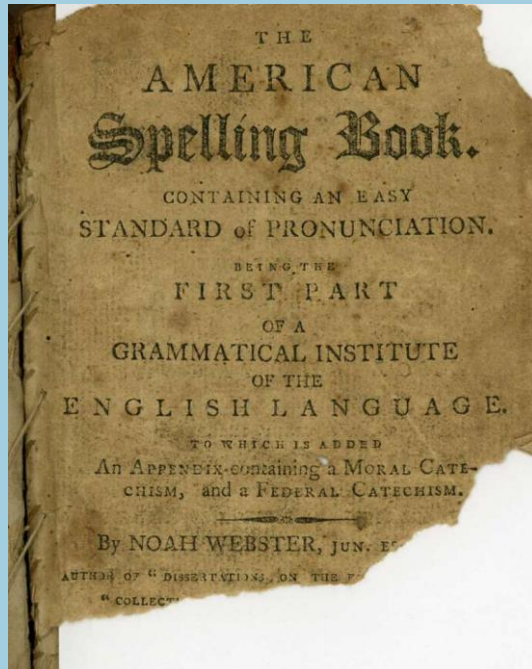


A
Carnegie
Library
1914

Literacy Expansion

Incidentally the first bookmobile, or book wagon, was driven in 1905 in Maryland, the idea of one Mary Titcomb.





Pedagogical Shifts of the 1800s

McGuffey's Eclectic Primer

Revised Edition

LESSON III.

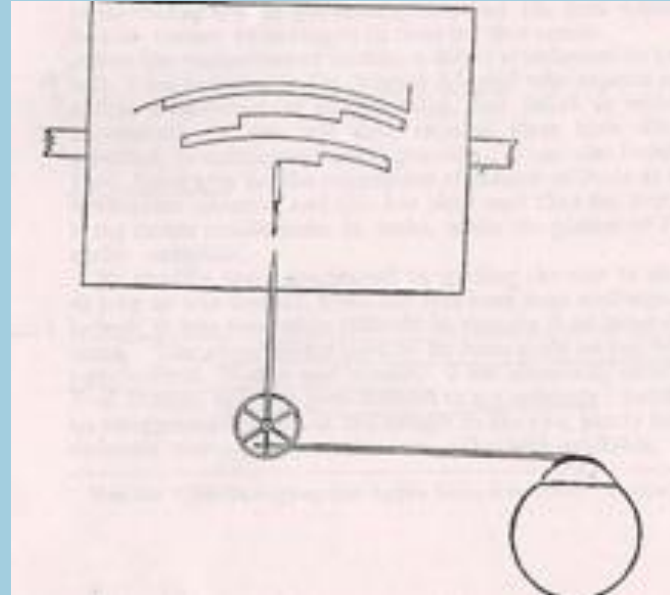
Năt hăt făn eăn
f



a fan a hat

Ann and Nat.
Ann has a fan.
Nat has a hat.
Ann can fan Nat.

Early Reading Research



Edmund B. Huey
(1870 – 1913)

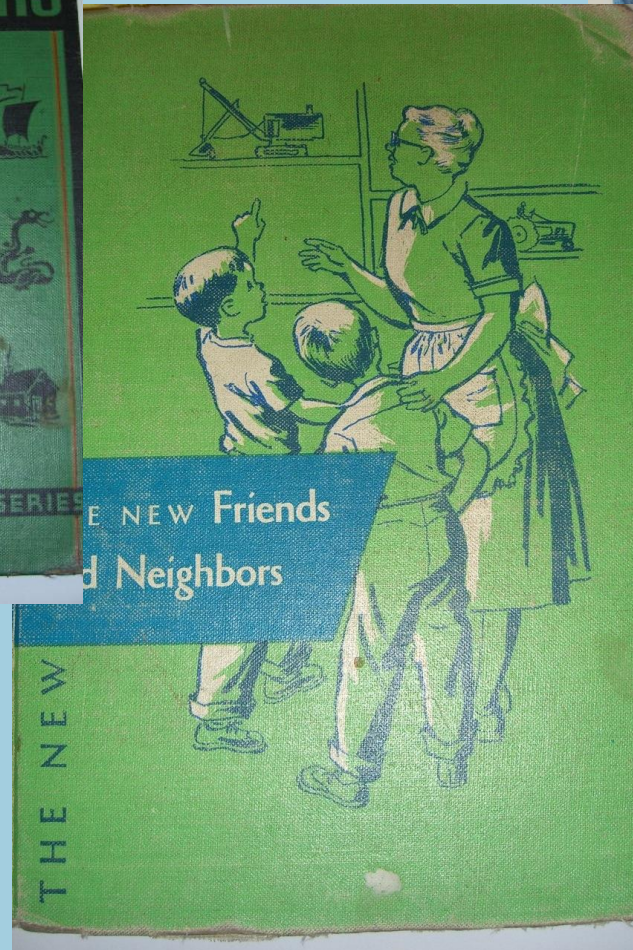
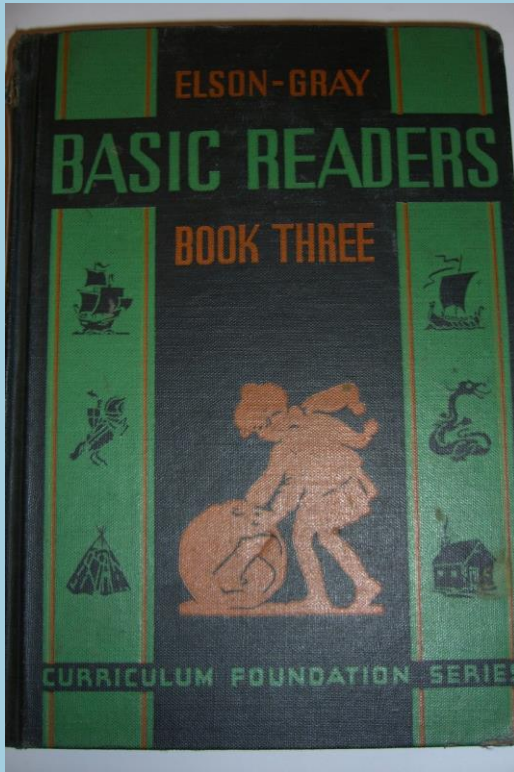
America at War: Social Forces at Work



Children's Access to Texts



Pedagogy & Texts (1)



"Look, boys!" said Jane.

"See what I have in my pocket."

"Pennies!" said Jack.

"What are you going to buy with them?
Is it a toy for Spot?"

"Oh, no!" laughed Jane.

"It is something round and red."

"An apple?" guessed the boys.

"No!" said Jane.

"I'll let you see it when I come back
from the store!"

Then Jane and Spot went hurrying on.

Non-Oral Method (McDade)



tw120306_023 fotosearch.com



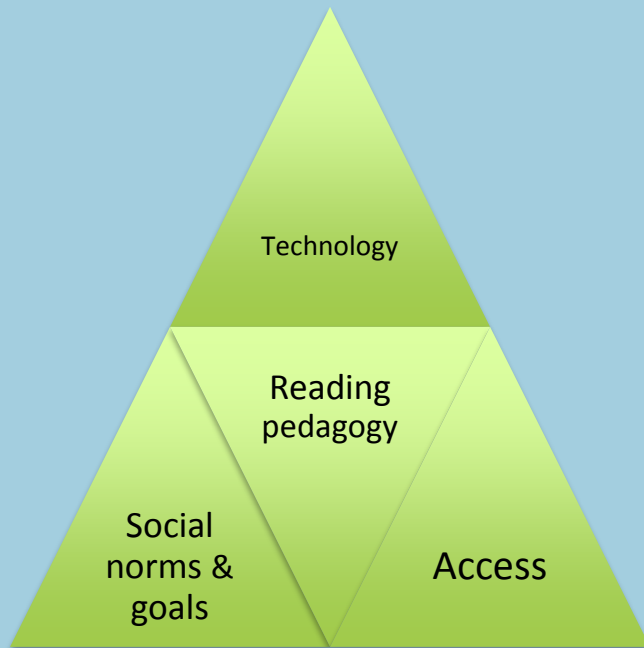
Pedagogy & Texts (2)

Changes in the 1960s:

- open classrooms
- individualized reading
- the start of USSR

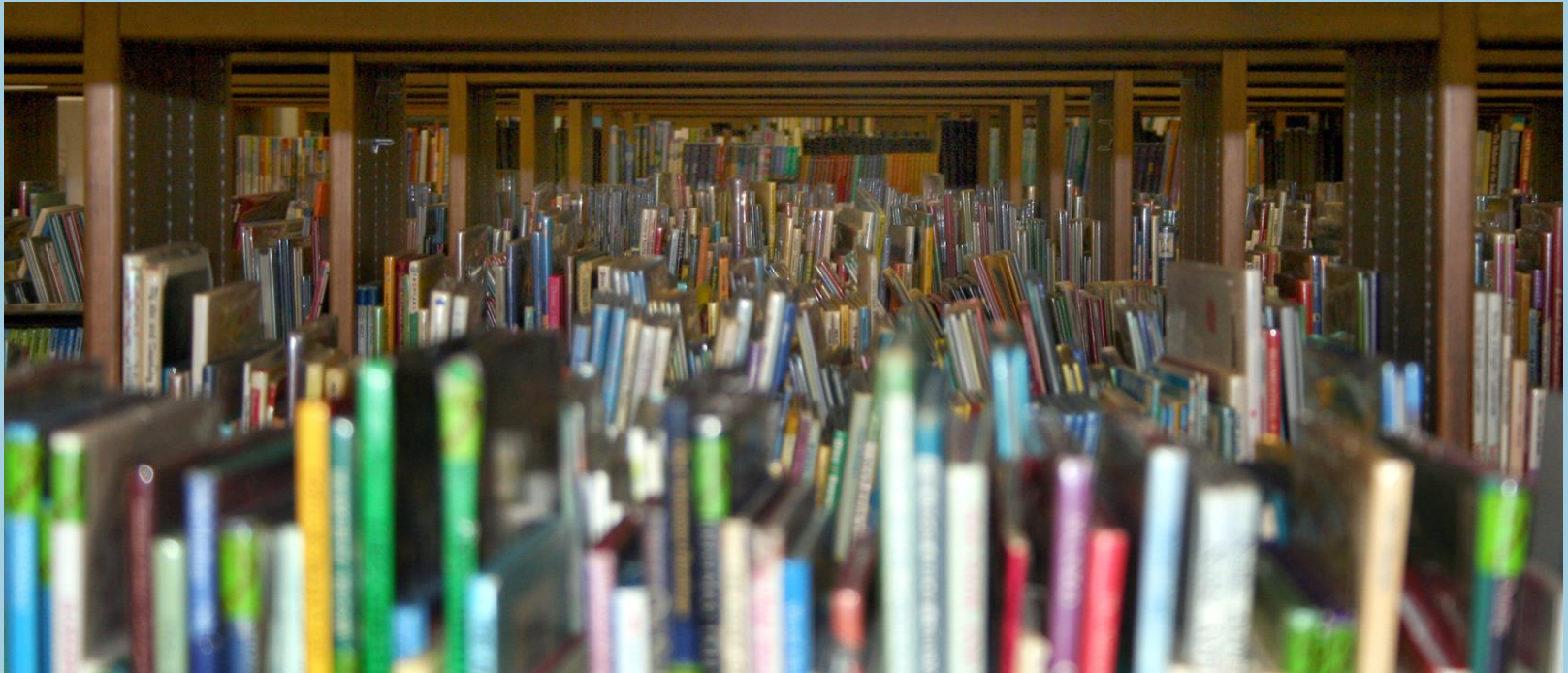


Contemporary American Reading Instruction: Influences in Contemporary America



- ESEA (1965) national funding for education
- huge increase in children's literature
- new texts and multimedia formats

Inequitable Access to Print



The Scholarly Context & Phonics

- Jeanne Chall (1967) *Learning to Read: the Great Debate*
- Bond & Dykstra (1967) First Grade Studies

New Research Paradigm



A word cloud visualization of research paradigm terms. The words are arranged in a horizontal, somewhat circular pattern. The largest word is 'cognitive' in green. Other large words include 'metacognition' in green, 'psychology' in orange, 'theory' in orange, 'literary' in green, and 'reading' in green. Smaller words include '1970s', 'sociolinguistic', 'phonetic', 'paradigm', 'reassertion', 'psycholinguistic', 'propel', 'basal', 'dalliance', 'linguistic', 'decade', 'basic', 'influenced', 'research', 'moving', 'importance', 'meaning', 'direction', 'silent', 'later', 'force', 'whole', 'new', 'long', and 'work'. The words are in various shades of green and orange.

1970s metacognition reassertion psycholinguistic
sociolinguistic phonetic paradigm cognitive propel basal
dalliance linguistic decade basic psychology influenced research literary
theory moving importance meaning reading direction silent later force whole new long
work

Stanovich (1986) The Matthew effect



Classic Studies on Silent Reading

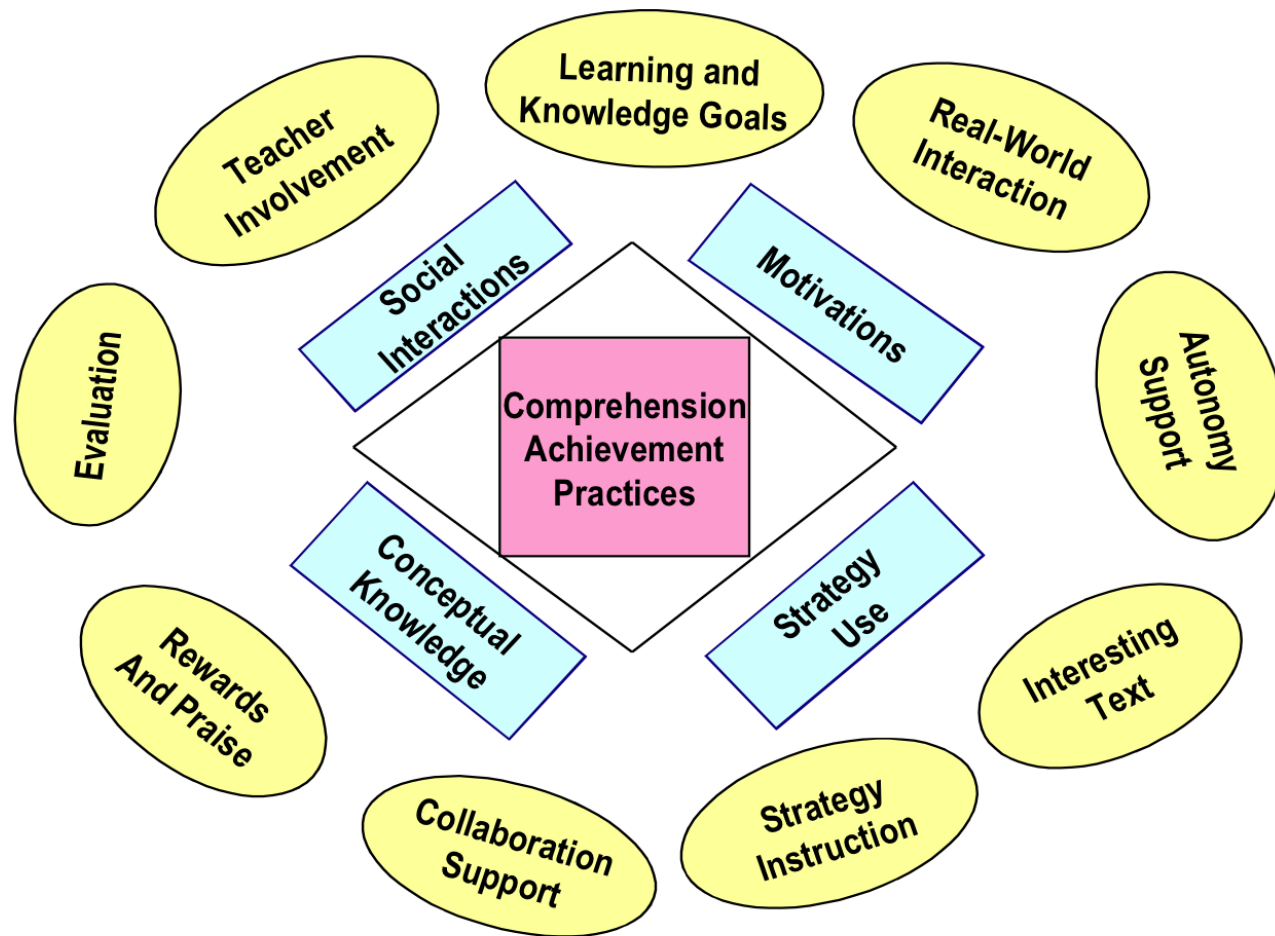
Allington, 1977

Nagy, Herman, & Anderson, 1985

Anderson, Wilson, & Fielding, 1988

Taylor, Frye, & Maruyama, 1990

Engagement Model of Reading Development



Silent Reading Pedagogy— an Ongoing Modern Debate

1. Students reading a text on their own in anticipation of a group or whole class activity.
2. A reserved time slot for independent reading, including sustained silent reading (SSR).
3. As the core reading program in descendants of the Individualized Reading Program.
4. As a free time activity.

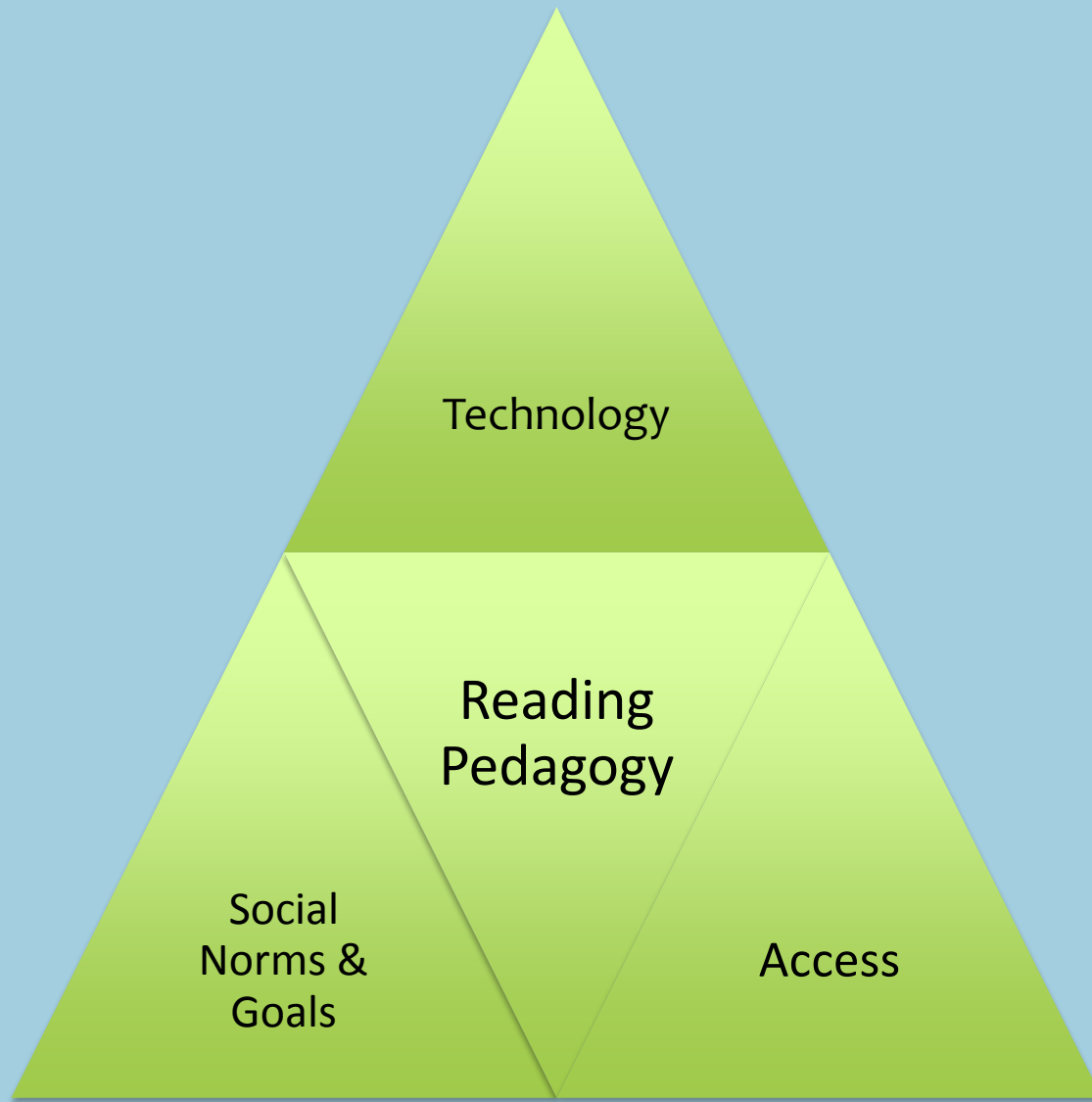
“It should be made clear that these findings do not negate the positive influence that independent silent reading may have on reading fluency, nor do the findings negate the possibility that wide independent reading significantly influences vocabulary development and reading comprehension. Rather, there are simply not sufficient data from well-designed studies capable of testing questions of causation to substantiate causal claims. The available data do suggest that independent silent reading is not an effective practice when used as the only type of reading instruction to develop fluency and other reading skills, particularly with students who have not yet developed critical alphabetic and word reading skills. In sum, methodologically rigorous research designed to assess the specific influences that independent silent reading practices have on reading fluency and other reading skills and the motivation to read has not yet been conducted” (NRP, 2000, Summary, Fluency, p.13).

“What should I do about silent, independent reading in the classroom?”

Reading fluency growth is greatest when students are working directly with you. Therefore, you should **use most of your allocated reading instruction time for direct teaching of reading skills and strategies**. Although silent, independent reading may be a way to increase fluency and reading achievement, **it should not be used in place of direct instruction in reading**... Rather than allocating instruction time for independent reading in the classroom, **encourage your students to read more outside of school**” (Armbruster, Lehr, & Osborn, 2001, p. 29).

Classroom SSR, FVR, USSR, DEAR





Conclusion



